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AUTHOR Smith, Janet D.; And Others
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ABSTRACT

A survey of marketing and market research activities in large, urban, two- and four-year colleges was conducted to identify the nature of marketing problems faced by institutions; current and preferred emphasis placed on market research activities; modes of assessing the needs of target groups and developing appropriate programs; the location of marketing functions within the administrative structure of the institution; evidence of articulated marketing plans; and faculty and administrator attitudes toward marketing. Responses from 38 (54%) of the two-year institutions and 20 (38%) of the four-year institutions surveyed indicated that: (1) the key factors affecting enrollment were increased competition (at both two- and four-year colleges); tighter economic conditions (at two-year colleges); and the public's impression that the campus was unsafe (at four-year institutions); (2) market research emphasized employer needs and the needs of special groups at two-year institutions and emphasized area demographics and information on current students at four-year colleges; (3) greater emphasis was placed on needs assessment and program development at two-year institutions; (4) institutional responsibility for marketing was likely to be with the Office of Public Relations at two-year colleges and with the Admissions Officer at four-year colleges; and (5) two-year institutions were more likely to have an articulate marketing plan. The report includes tables and the survey instrument. (HB)

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CUYAHOGA COMMUNITY COLLEGE

A SURVEY OF MARKETING AND MARKET RESEARCH ACTIVITIES IN TWO AND FOUR-YEAR COLLEGES AND UNIVERSITIES

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Office of Educational Evaluation and
Market Research Systems

Program Evaluation Team:

Janet D. Smith, Ph.D
Director

Jo Liebermann
Research Associate

Bonita Vargo
Research Assistant

Mary Johnson
Secretary

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Janet D. Smith

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TABLE OF CONTENTS

		Page
EXECUTIVE SUMMARY		
I	INTRODUCTION	1
II	METHODOLOGY	1
	A. Data Collection Procedure	1
	B. Response Rate	2
III	SURVEY RESULTS	3
	A. The Impact of, and Emphasis Given To Selected Areas of Concern Which Potentially Affect College Enrollment	4
	B. Current and Preferred Emphasis on Selected Market Research Activities	9
	C. Needs Assessment and Program Development for Special Target Groups	12
	D. Institutional Responsibility for Administration of Marketing Programs	15
	E. Institutional Responsibility for Administration of Market Research Activities	18
	F. Evidence of Articulated Marketing Plans	19
	G. Faculty Attitude Toward Marketing in Higher Education	20
	H. Administrators Interest in Marketing and Market Research in Higher Education	20
IV	CONCLUSION	21
APPENDIX A		

TABLES

		Page
I.	Administrative offices responding to Marketing/Market Research Survey.....	3
II.	Evaluation of Impact on and Institutional Emphasis Toward Influencing Selected Areas Which Potentially Affect College Enrollment.....	5
III.	Rank Order Indicated for Impact on, and Institutional Emphasis Toward Influencing Eleven Selected Areas Which Potentially Affect College Enrollment.....	6
IV.	Current and Preferred Institutional Emphasis on a Selected Group of Market Research Activities.....	10
V.	Rank Order Indicated for Current & Preferred Emphasis on a selected group of Market Research Activities.....	11
VI.	For Two Year Colleges - Summary of Number of Special Target Populations for Which Needs Have Been Formally Assessed and/or Programs or Courses Developed, along with Administrator Evaluation of Effectiveness of Such Program Efforts.....	13
VII.	For Four Year Colleges - Summary of Number of Special Target Populations for Which Needs Have Been Formally Assessed and/or Programs or Courses Developed, along with Administrator Evaluation of Effectiveness of such Program Efforts.....	14
VIII.	For Two Year: Number of Times Offices and Groups or Combination of Offices and/or Groups were Cited As Responsible for Marketing Activities.....	16
IX.	For Four Year Colleges: Number of Times Office and Groups or Combination of Offices and/or Groups were Cited As Responsible for Marketing Activities.....	17
X.	Number of Times Administrative Offices Were Cited As Having Responsibility for Market Research Activities in Two and Four Year Colleges.....	18
XI.	Incidence of Marketing Plans in a Sample of Two and Four Year Colleges Located in Urban Areas.....	19
XII.	Summary of Administrator Evaluation of Faculty Attitude Toward Marketing Activities in Two and Four Year Colleges.	20

EXECUTIVE SUMMARY

A SURVEY OF MARKETING AND MARKET RESEARCH ACTIVITIES IN TWO AND FOUR YEAR COLLEGES AND UNIVERSITIES

A. PERSPECTIVE

Over the last decade most institutions have witnessed a steady decline in student enrollment as well as decrease in state financial support. In response, many have stepped up, if not created new positions with primary responsibility for such activities as student recruitment, ongoing environmental scanning, and special labor market studies. The survey attempts to explore the existing "state of the art" in these areas as a strategy to short as well as long range planning in higher education.

B. OBJECTIVES

The primary objectives or questions identified for data collection in the survey of marketing and market research activities in two- and four-year colleges and universities located in urban areas were:

1. To identify the nature of market related problems faced by institutions and the attention needed as well as given to resolving these existing or potential problems.

2. To identify the nature of institutional activities aimed at assessing the needs of special target groups, developing suitable training programs and determining the effectiveness of such program efforts.

3. To identify the location and organization of marketing and market research functions within the institution.

4. To explore the emphasis placed on ongoing market research activities along with the nature of attempts which have been made to ensure faculty acceptance of this new function.

C. SAMPLE AND METHODOLOGY

A sample of 126 colleges and universities with student populations between twenty and thirty-five thousand were selected to represent as closely as possible institutions located in urban areas within each state and territory of the country. A questionnaire consists of rating scales and open ended questions was mailed to the office in each institution which would be most likely to provide marketing and market research services for the institution with a request to respond or to forward and advise as needed. Two follow-up mailings were conducted. An additional survey was included in the second mailing.

D. DATA SOURCE

Responses were received from thirty-eight (54%) of the 70 two-year institutions and twenty (38%) of the 56 four-year institutions. Directors of Offices of Institutional Research were the most likely respondents in the sample of two-year institutions. Responses were more likely to come from Officers of Admission in four-year institutions.

E. RESULTS

The following are a summary of the findings in the survey.

1. Identification of, and Attention to Problems Related to Enrollment

The general picture arising from the data obtained from two-year colleges left the impression that competition with four-year and suburban colleges, followed by the decreasing number of courses offered by their institutions were factors most important to the decrease in student enrollment. Respondents felt however, that greater emphasis should be placed on addressing issues related to tuition, support services, competition with four-year schools and the variety of times at which courses are made available. Attention to "a curriculum that does not meet the needs of the market place" was rated as needing to be emphasized considerably higher than its present level and that other factors deserved considerably more attention than increased competition with four-year institutions. In contrast, respondents of four-year institutions indicated that of the issues listed, public impression that the campus was unsafe held the greatest impact on the decline in student enrollment. Increased competition with other four-year institutions was nearly as important. Four-year institutions were responding to enrollment decline by placing the emphasis of their consideration on both factors. Respondents considered the emphasis on competition appropriate but felt the emphasis given to safety, the variety of times when courses were offered and the level of support services offered for the 'disadvantaged' should be decreased. Instead, administrators at four-year schools felt that the focus of emphasis to alleviate the problem of enrollment decline should be on tuition and academic standards.

2. Market Research Activities

Respondents at two-year institutions indicated that the greatest amount of market research effort was being placed on the identification of employer needs as well as the needs of special groups. While they wished to see an overall increase in market research activities they felt that the area requiring the most emphasis was demographics and identification of the needs of the general public. Respondents from four-year institutions felt that the current emphasis was highest for information about students and area demographics. While the former was appropriate they also wished to see identification of the needs of special groups given greater attention.

3. Program Development for Special Target Groups

Two-year institutions appear to be slightly more deliberate in their attention to assessing the needs of special community groups, as well as planning programs and courses to meet their educational needs. In this regard there were an average of 5.03 needs assessments, and the development of 4.6 special training programs per institution for two-year colleges corresponding to a 4.00 and 3.58 for four-year institutions. Respondents in two-year colleges also rated the effectiveness of such programs to be more effective. In general, there were only two populations for which special programs had been developed in more than half of the two-year colleges - housewives and small business operators. Housewives also received the greatest amount of attention from four-year institutions with social service workers receiving somewhat less attention.

Of activities aimed at program development to meet specially assessed needs, two-year institutions considered special programs for non-professional workers to be the most effective, though all new programs were rated at least somewhat effective. For four-year institutions, special offerings for social service workers were given the highest rating for their effectiveness. In general, other program efforts were rated below somewhat effective.

4. Institutional Organization for Marketing/Market Research Activities

In approximately one-quarter of the responses two offices or a combination of one office with assistance from a committee or task force organized for the purpose was responsible for functions in the area of marketing at two-year institutions. The Office of Public Relations was mentioned by 28% of the respondents. In approximately 42% of the four-year institutions, Admission Officers appeared to shoulder primary responsibility for marketing activities. Use of Task Forces and Committees were frequently mentioned by both groups of respondents. Offices of Institutional Research were also involved in coordinating marketing activities in 13% and 11% of two and four-year institutions respectively. Offices of Institutional Research were also noted to have primary responsibility for market research activities at both two- and four-year institutions. Admissions offices were shown to have primary responsibility for this area in 13% of four-year institutions and 3% of two-year institutions. Only a minority of schools felt that there had been no office charged with responsibility for either of these functions.

5. Marketing Plans

Two-year institution were divided approximately in thirds relative to their possession of written marketing plans (30%) in-progress plan development activities (33%) and absence of such plans (36%). Correspondingly, 17% of four-year institutions indicated that their institution had written marketing plans, 17% of them were in the process of preparing such a document and 67% of them noted that no

such plan existed.

6. Faculty Support for Marketing Activities

About one-fourth of faculty were judged to be fully supportive of the institutions' marketing activities at both two and four-year colleges. On the other hand 21% of the faculty of two-year colleges were judged to be very negative toward this new effort as compared to 5% of faculty at four-year institutions.

F. CONCLUSIONS

If colleges are to continue to be successful in meeting the wide variety of training needs of urban as well as non-urban residents at an affordable cost, it is imperative that they learn from the experience of their counterparts in order to limit their margin of error in identifying and addressing those variables which most affect their growth, and special new as well as on-going program success. In this regard, eighty-seven percent of respondents of two-year institutions and 69% of those from four-year institutions expressed interest in participating in a conference on marketing and market research activities in higher education.

I. INTRODUCTION

This report is intended to present the results of a survey of marketing and market research activities in a sample of twoand four-year colleges in urban areas across the country. The results identify, in a general way, the range of perceptions of marketing in higher education; the related special market activities undertaken; the tools utilized for this purpose, and the impression of college administrators as to the importance of these activities and the efficacy of the efforts being made. No attempt has been made to discover norms, either in the sense of identifying a typical marketing profile of institutions of higher education or in the sense of determining a standard against which to evaluate the perceptions or activities of individual colleges. The kind of data generated in the survey do not indicate what should be, they merely describe what is and what certain administrators think "should be" important at their own institutions.

II. METHODOLOGY

A. Data Collection Procedure.

A four page survey questionnaire was developed by the Staff of the Office of Educational Evaluation and Market Research Systems at Cuyahoga Community College. Questions contained in the questionnaire addressed the following four aspects of marketing and market research in institutions of higher learning.

1) The nature of general marketing problems faced by institutions; the emphasis placed addressing these problems; as well as the emphasis which ought to be placed on them.

2) The general emphasis placed on market research activities and the emphasis that should be placed on such activities.

3) The College's activities in assessing the needs of special target groups, developing relevant programs for the purpose of training these persons, and the effectiveness of such program development efforts.

4) Organization and responsibility of marketing and market research functions within the institutions.

The survey was mailed to a sample of 126 colleges and universities with student populations between twenty and thirty five thousand. Colleges were selected from the 1981 Yearbook of Higher Education. They represented colleges and universities located in urban areas across the country and territories of the United States. Two follow-up mailings were conducted. An additional survey was included in the second mailing. An attempt was made to identify the particular office in each organization which would be most likely to provide marketing or market research services for the institution. Recipients of the survey were asked to forward the questionnaires if the individual responsible for another office was the more appropriate respondent; and to notify this office of such transfer activity by completing an enclosed reply card. This action would facilitate subsequent follow-up activities. (Copies of the survey, the accompanying letters, and the reply card are presented in Appendix A).

B. Response Rate:

Thirty-seven (53%) of the 70 two-year institutions responded to the survey. Twenty-one (38%) of the 56 four-year institutions responded. Table I provides a summary of the source of those responses which were received.

As indicated in Table 1, administrators located in Offices of Institutional Research which also carried responsibility for Planning were the most frequent respondents in the sample of two year institutions. Responses were most likely to come from Offices of Admissions in four-year institutions.

TABLE I

ADMINISTRATIVE OFFICES RESPONDING TO MARKETING/MARKET RESEARCH SURVEY

OFFICE FROM WHICH RESPONSE RECEIVED	TWO YEAR		FOUR YEAR	
	N	%	N	%
Public Relations/College Relations	4	(11)	0	(0)
Admissions/Enrollment	3	(8)	8	(39)
Planning	1	(3)	1	(5)
Planning & Research	3	(8)	0	(0)
Information & Institutional Research	7	(19)	3	(14)
Chancellor/President/Vice President	3	(8)	4	(19)
Dean of Students	2	(5)	1	(5)
Continuing/Adult Education	2	(5)	1	(5)
Other	5	(14)	1	(5)
No Response	7	(19)	3	(10)
Total Number of Responses:	37	(100%)	21	(100%)

III. SURVEY RESULTS

The results of the survey are presented under 9 headings. These headings are (A) Impact of and Emphasis Given Toward Influencing Selected Areas of Concern which Potentially Affect College Enrollment; (B) Current and Preferred Emphasis on Selected Market Research Activities; (C) Needs Assessment and Program Development for Special Target Groups; (D) Institutional Responsibility for Administration of Marketing Programs; (E) Institutional Responsibility for Administration of Market Research Activities; (F) Evidence of Articulated Marketing Plans; (G) Faculty Attitude Toward Marketing in Higher Education, (H) Administrator Interest in Marketing and Market Research Activities in Higher Education; and (I) Summary.

A. The Impact of and Emphasis Given To Selected Areas of Concern Which Potentially Affect College Enrollment

In the first section of the survey, questions were asked concerning the problems perceived as being faced by such urban institutions. Respondents were asked to rate (a) the impact of each item on declining enrollment; (b) the emphasis that was being placed by their institution on addressing each problem and (c) the emphasis that they felt ought to be placed on addressing each problem listed. Space was also provided for the addition of problem areas which might not have been listed in the questionnaire. Table II presents the mean rating (5 = very high, 4 = high, 3 = moderate, 2 = low, and 1 = very low) for each of these factors as they relate to the eleven areas listed. Responses are shown separately for two and four year urban institutions. The average of the response ratings indicates the overall rating of the impact of each factor was well as the level of institutional response to them. The number of respondents choosing each item is also shown in the Table. Table III also provides an overall ranking by type of institution of the impact, along with present emphasis and perceived need for emphasis which resulted from the responses.

A close look in Table II at the number of individuals responding to these questions in comparison with the total number of individuals responding to the survey indicates that there were several respondents who did not rate the impact of, or emphasis given to one or more of the problem areas. While a separate response category was not provided for the purpose, this usually seemed to occur when the item was considered "not applicable". For example, several colleges evidently are not in competition with suburban community colleges. The unweighted average of the mean ratings on the three facets of these potential concerns indicated that in general, respondents felt these items had low to moderate impact on student enrollment in such colleges, and that institutional emphasis placed on addressing such issues was also low to moderate. Respondents felt, however, that the emphasis should be greater - a reflection perhaps, of the thinking

TABLE II

EVALUATION OF IMPACT ON AND INSTITUTIONAL EMPHASIS TOWARD INFLUENCING SELECTED AREAS WHICH POTENTIALLY AFFECT COLLEGE ENROLLMENT

AREA OF CONCERN	TWO YEAR COLLEGES			FOUR YEAR COLLEGES		
	Impact is	Emphasis is	Emphasis Should Be	Impact is	Emphasis is	Emphasis Should Be
	$\bar{X}$ n	$\bar{X}$ n	$\bar{X}$ n	$\bar{X}$ n	$\bar{X}$ n	$\bar{X}$ n
a. Increased competition with suburban community colleges	3.05 (22)	2.46 (22)	2.86 (22)	2.16 (19)	2.00 (16)	2.00 (15)
b. Increased competition with four year institutions	3.12 (33)	2.88 (33)	2.94 (32)	3.17 (18)	3.29 (17)	3.38 (16)
c. Decline in public belief in value of higher education	2.46 (33)	2.75 (32)	3.09 (32)	2.37 (19)	2.50 (18)	2.89 (19)
d. Public impression that the campus is unsafe	2.60 (28)	2.55 (29)	2.90 (29)	3.20 (20)	3.32 (19)	3.21 (19)
e. Economic conditions that make paying tuition harder	3.10 (30)	3.17 (30)	3.66 (29)	2.95 (20)	3.22 (18)	3.78 (18)
f. Off-campus offerings that compete with on-campus offerings	1.96 (26)	2.21 (24)	2.24 (24)	2.06 (16)	2.40 (15	2.33 (15)
g. Curriculum that does not meet the needs of the marketplace	2.68 (28)	2.67 (30)	3.54 (30)	2.44 (18)	2.72 (18)	2.89 (18)
h. Decline in special support service programs for "disadvantaged" students	2.22 (27)	3.00 (28)	3.18 (28)	2.13 (16)	3.20 (15)	3.13 (15)
i. Impression that academic standards at campus are lower	2.48 (31)	2.74 (31)	3.16 (31)	2.79 (19	3.11 (18)	3.41 (17)
j. Reduction in number of times when courses are offered	3.12 (25)	2.31 (26)	2.60 (25)	2.67 (15)	2.93 (14)	3.07 (14)
k. Reduction in variety of times when courses are offered	2.52 (27)	2.85 (26)	3.23 (26)	2.69 (16)	2.73 (15)	2.57 (14)

Comments: Additional comments by respondents from four year institutions were mainly concerned with the financial uncertainty that face institutions of higher education and the resulting cutbacks in services. Low attrition due to open door policy, lack of a "perceived" mission and lack of student life activities were also mentioned as problems. The most common additions by respondents from two year institutions concerned the economy, funding, and related constratints. Conflict between the state and local governing boards and inadequate college publications were also mentioned.

TABLE III

RANK ORDER INDICATED FOR IMPACT ON AND INSTITUTIONAL EMPHASIS TOWARD INFLUENCING ELEVEN SELECTED AREAS WHICH POTENTIALLY AFFECT COLLEGE ENROLLMENT

AREA OF CONCERN	TWO YEAR COLLEGES			FOUR YEAR COLLEGES		
	Impact is	Emphasis is	Emphasis Should Be	Impact is	Emphasis is	Emphasis Should Be
a. Increased competition with suburban community colleges	3	9	9	9	11	10
b. Increased competition with four year institutions	1	3	7	2	2	3
c. Decline in public belief in value of higher education	8	5	6	8	9	7
d. Public impression that the campus is unsafe	5	8	8	1	1	4
e. Economic conditions that make paying tuition harder	2	1	1	3	3	1
f. Off-campus offerings that compete with on-campus offerings	10	11	11	11	10	19
g. Curriculum that does not meet the needs of the marketplace	4	7	2	7	8	7
h. Decline in special support service programs for "disadvantaged" students	9	2	4	10	4	5
i. Impression that academic standards at campus are low	7	6	5	4	5	2
j. Reduction in number of courses offered	1	10	10	6	6	8
k. Reduction in variety of times when courses are offered	6	4	3	5	7	6

that educational institutions can, and should do more to affect themselves as well as that they should be more responsive to potential areas of concern that are likely to influence enrollment even at a future date.

While there is the temptation to assume that a problem which has a moderate impact on enrollment should also have at least moderate emphasis placed on addressing it, the choice of what concerns will be addressed no doubt depends primarily on such factors as the seriousness of the problem, the amount of potential for change that is felt by the institution, and the availability of a clearly defined solution to that problem. These as well as other factors may enter into a decision to concentrate institutional efforts in one direction or another. This may serve to explain the limited correspondence between the ratings given for the level of impact of some items on enrollment and the ratings given for the emphasis the colleges currently place or should place, on addressing them. To illustrate, respondents from two year institutions indicated that "increased competition from two year institutions" and "the reduced number of course offerings" had the highest impact on their enrollment. Nevertheless, respondents also thought that several other issues deserved more emphasis. This is shown by the fact that these same issues are ranked seventh and tenth respectively on the rating of how much emphasis "should be placed on addressing them".

The general picture arising form the data for two year colleges is that the respondents' perceptions are that competition with four-year colleges and suburban colleges is increasing at the same time that economic conditions make paying tuition more difficult for students. It is also the same economic conditions that curtail the number of courses that are being offered. The two-year institutions have been responding by addressing the issues of tuition, support services, competition with four year colleges and the variety of times when courses are made available. In general, the two year college administrators seem to think that more emphasis should be placed on all these issues, and that attention to "a curriculum that does not meet

the needs of the market place should be in second rather than the seventh rank as it currently is. Correspondingly, they believe that attention to "increased competition with four year institutions" should be placed from the third rank in the attention it is given, to the seventh rank. (This new placement would be due to increased attention to other issues rather than decreased attention to this particular issue.)

Apparently, respondents from two year institutions believe that their institutions should respond to the pressures caused by lowered enrollments by having or promoting first the advantages of lower tuition; secondly the availability of curricula that meets the needs of the market place; thirdly, the variety of times when courses are available, and fourthly, the special support services that are available for students who are considered academically "disadvantaged" by virtue of their social, ethnic, or economic backgrounds.

In contrast, respondents from four year colleges indicated that of the issues listed, the public impression that the four year campus located in an urban area was unsafe had the greatest impact on student enrollment. Increased competition with other four year institutions was nearly as important. The four year institutions were responding by placing greater emphasis on the correction of both these factors. Respondents indicated that this action was appropriate as far as the increased competition with other four year institutions was concerned, but believed that the emphasis given to safety (as well as on the variety of times when courses are offered and the support services offered for "disadvantaged" students) should be decreased.

In general, the administrators at four year institutions believed that while their institutions was responding to enrollment pressures by emphasizing safety, competition with other four year schools, tuition, and the decline in special support service programs for "disadvantaged students, they should focus instead on conditions which would make paying tuition less difficult and on the public impression (or reality) that academic standards at their urban campuses are low.

B. Current and Preferred Emphasis on Selected Market Research Activities

Table IV presents the number of respondents and mean ratings for a certain a pre-selected group of market research activities. The results are given separately for two and four year colleges. At the bottom of the Table are the ratings averaged across all six types of market research information considered. Table V provides an overall ranking by type of institution of the present and preferred emphasis on individual market research activities which resulted from this analysis.

In Table IV, the ratings averaged across all six types of market research information considered indicate that both respondents from two and four year colleges felt that more emphasis should be put on obtaining these kinds of market research information. (It should be noted that such market research information as community impact studies, mailing lists, employment market forcasts by career fields etc. were not included in the list. Instead, those selected were used to gain some idea of the level of market research activities in which colleges engaged themselves.)

Respondents from two-year colleges indicated that the greatest emphasis was currently being placed on having data concerning employer attitudes and needs as well as the needs of special groups. While administrators in two-year colleges would like to see greater emphasis on all six market research activities listed - student information; needs and attitudes of the general public, employers, special ethnic groups, and special target groups (women, union workers, etc.); and local demographic data, they felt that the greatest emphasis should be placed on the analysis of local demographic data and the needs and attitudes of the general public.

TABLE IV

CURRENT AND PREFERRED INSTITUTIONAL EMPHASIS ON A SELECTED GROUP OF MARKET RESEARCH ACTIVITIES

MARKET RESEARCH ACTIVITY	TWO YEAR COLLEGES				FOUR YEAR COLLEGES			
	Emphasis is		Emphasis Should Be		Emphasis is		Emphasis Should Be	
	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n
a. Comprehensive information on current students	3.30	(33)	4.18	(33)	3.52	(21)	4.35	(20)
b. Analyses of local demographic data	3.27	(33)	4.30	(33)	3.40	(20)	3.90	(19)
c. Surveys of needs and/or attitudes of the general public	3.18	(33)	4.24	(33)	2.80	(20)	3.80	(20)
d. Surveys of needs and/or attitudes of the employees	3.60	(33)	4.18	(33)	3.15	(20)	3.90	(20)
e. Identification of the special ethnic groups (e.g., Blacks, Hungarians, Vietnamese, Hispanics, etc.)	3.22	(32)	3.75	(32)	3.24	(21)	3.90	(20)
f. Identification of the needs of special target populations (e.g., unemployed adults, union workers, women, etc.)	3.42	(33)	4.09	(33)	2.84	(19)	4.00	(19)
RATINGS AVERAGED ACROSS ALL SIX TYPES OF MARKET RESEARCH ACTIVITIES (a through f)	3.33		4.12		3.16		3.98	

Comments: The only commenting respondent from a four year institution mentioned working on developing a more articulated curricular philosophy and to develop higher quality in the program. One respondent from a two year institution mentioned working on assessing career interest; another mentioned surveying the perception of the local population.

TABLE V

RANK ORDER INDICATED FOR CURRENT AND PREFERRED INSTITUTIONAL EMPHASIS ON A SELECTED GROUP OF MARKET RESEARCH ACTIVITIES

MARKET RESEARCH ACTIVITY	TWO YEAR COLLEGES		FOUR YEAR COLLEGES	
	Emphasis is	Emphasis Should Be	Emphasis is	Emphasis Should Be
a. Comprehensive information on current students	3	3.5	1	1
b. Analyses of local demographic data	4	1	2	4
c. Surveys of needs and/or attitudes of the general public	6	2	6	6
d. Surveys of needs and/or attitudes of the employees	1	3.5	4	4
e. Identification of the special ethnic groups (e.g., Blacks, Hungarians, Vietnamese, Hispanics, etc.)	5	6	3	4
f. Identification of the needs of special target populations (e.g., unemployed adults, union workers, women, etc.)	2	5	5	2

Respondents from four-year colleges felt that the current emphasis at their colleges was highest for getting comprehensive information about students and for analyzing local demographic data. They felt that the greatest emphasis was appropriately placed on comprehensive student information, but that greater emphasis should also be placed on identifying primarily the needs of such special target populations as unemployed adults, union workers, women, etc.

C. Needs Assessment and Program Development for Special Target Groups.

Table VI presents the incidence with which two year colleges have formally assessed needs of special target groups and/or have developed special programs or courses to meet educational and training needs of such groups. An overall (average) rating of the effectiveness (5 = Very Effective, 4 = Somewhat Effective, 3 = Not Very Effective 1 = Totally Ineffective) of these special efforts of two year colleges is as also shown in Table VI. Similar information is also shown in Table VII for four year colleges.

In general, two year colleges appear to be somewhat more deliberate in carrying out formal needs assessments and in developing special courses or programs which attempt to meet the educational needs of special target groups than is the case at four year colleges. There were an average of 5.03 needs assessments per institution for two year colleges and about 4.76 special courses or programs developed at such colleges versus 4.00 and 3.58 respectively for four year institutions.

Respondents located in two-year colleges also rated the effectiveness of such programs more highly than did the administrators from four year schools. Even so, there were only two clearly identifiable target populations in the list for which special courses or programs had been developed in more than half of the two year colleges - housewives and small business operators. Housewives also appeared to receive the greatest amount of attention at four year schools with social service workers falling in second place.

TABLE VI

FOR TWO YEAR COLLEGES: SUMMARY OF NUMBER OF SPECIAL TARGET POPULATIONS FOR WHICH NEEDS HAVE BEEN FORMALLY ASSESSED AND/OR PROGRAMS OR COURSES HAVE BEEN DEVELOPED, ALONG WITH ADMINISTRATOR EVALUATION OF EFFECTIVENESS OF SUCH PROGRAM EFFORTS.

SPECIAL TARGET GROUPS	Needs have been assessed		Course, etc. have or are being developed		Est. Effectiveness of programs which have been developed	
	n	%	n	%	$\bar{X}$	n
a. Housewives	22	(59)	26	(70)	3.04	(26)
b. Laid off workers	8	(22)	7	(19)	3.11	(9)
c. Retired persons	15	(41)	17	(46)	3.45	(20)
d. Non-professional medical workers	16	(43)	13	(35)	3.67	(15)
e. Incarcerated adults	15	(91)	15	(41)	3.22	(19)
f. Incarcerated youth	7	(19)	5	(14)	3.33	(9)
g. Foster parents	6	(16)	6	(16)	3.13	(8)
h. Social service workers	13	(35)	13	(35)	3.20	(15)
i. Handicapped adults	18	(49)	12	(32)	3.20	(15)
j. Union members	11	(30)	13	(35)	3.39	(13)
k. Office workers	17	(46)	15	(41)	3.45	(17)
l. Sales personnel	11	(30)	10	(27)	3.55	(11)
m. Trade groups	11	(30)	9	(24)	3.56	(9)
n. Small business operators	20	(54)	19	(51)	3.28	(18)
OVERALL EFFECTIVENESS					3.37	
TOTAL NUMBER	191		181			
AVERAGE NUMBER PER INSTITUTION	5.03		4.76			

Comments: Two year institution respondents also mentioned working with volunteers with some success and having effective programs for the academically disadvantaged and for volunteers.

TABLE VII

FOR FOUR YEAR COLLEGES: SUMMARY OF NUMBER OF SPECIAL TARGET POPULATIONS FOR WHICH NEEDS HAVE BEEN FORMALLY ASSESSED AND/OR PROGRAMS OR COURSES DEVELOPED ALONG WITH ADMINISTRATOR EVALUATION OF THE EFFECTIVENESS OF SUCH PROGRAM EFFORTS

SPECIAL TARGET GROUPS	Needs have been assessed		Course, etc. have or are being developed		Est. Effectiveness of programs which have been developed	
	n	%	n	%	$\bar{X}$	n
a. Housewives	11	(52)	13	(62)	3.15	(13)
b. Laid off workers	0	(0)	1	(5)	2.3	(3)
c. Retired persons	11	(6)	6	(29)	3.38	(8)
d. Non-professional medical workers	3	(11)	4	(14)	3.25	(4)
e. Incarcerated adults	6	(29)	7	(33)	2.88	(8)
f. Incarcerated youth	3	(14)	2	(10)	2.33	(6)
g. Foster parents	0	(0)	0	(0)	0	(0)
h. Social service workers	12	(57)	12	(57)	3.46	(13)
i. Handicapped adults	9	(43)	8	(38)	3.42	(12)
j. Union members	6	(29)	2	(10)	3.14	(7)
k. Office workers	7	(33)	7	(33)	3.22	(9)
l. Sales personnel	3	(14)	3	(14)	2.83	(6)
m. Trade groups	4	(19)	2	(10)	2.60	(5)
n. Small business operators	7	(30)	7	(33)	3.00	(9)
OVERALL EFFECTIVENESS					2.58	
TOTAL NUMBER	84		75			
AVERAGE NUMBER PER INSTITUTION	4.00		3.58			

Comments: One four year institution respondent mentioned assessing the needs of government employees and providing them with a "somewhat effective" program.

Among administrators located at two-year colleges, special programs developed for non-professional medical workers were rated to be the most effective. However, all programs developed for special target groups were rated at least "somewhat effective." At four-year institutions, programs for social service workers were given the highest ratings in terms of their effectiveness. In general, however, at four year colleges the effectiveness of special programs and/or courses developed to meet the educational and training needs of special target populations were rated slightly below "somewhat effective."

D. Institutional Responsibility for Administration of Marketing Programs

Tables VIII and IX (designed as grids) presents the number of times administrative offices at two and four year institutions were cited as having responsibility for marketing. Approximately 25% of the time, two offices or a combination of an office and a committee of task force were mentioned.

At two year colleges in the sample, Public Relations Offices were mentioned by 28% of the administrators as having the responsibility for marketing activities who responded. About half of this time, such mention was in conjunction with another office or group of individuals. Twenty three percent of the time Office of Public Relations were in charge of marketing activities at the institution. Committees and groups were mentioned 25% of the time. Committees and groups were also frequently (37%) mentioned by administrators from four year colleges. However, Offices of Admissions were even more frequently mentioned (42%) in these locations. Institutional Research offices were found to be involved in coordinating marketing activities in 13% of the two year colleges, and in 11% of the four year colleges and universities.

TABLE VIII

FOR TWO YEAR COLLEGES: NUMBER OF TIMES OFFICES AND GROUPS OR COMBINATION OF OFFICES AND/OR GROUPS WERE CITED AS RESPONSIBLE FOR INSTITUTIONAL MARKETING ACTIVITIES

OFFICE	Public Relations	Admissions	Planning	Information/ Research	President's/ Vice Pres.	Dean of Students	Continuing Education	Marketing	Committee Task Force	None	Other	TOTAL (Row & Column)
Public Relations	4	1	1	1					2			9 (28%)
Admissions		1		2								4 (13%)
Planning			1									2 (6%)
Information/ Research				1								4 (13%)
President's or Vice Presidents Office					1	1						2 (6%)
Dean of Students						2			1			4 (13%)
Continuing Education							2					2 (6%)
Marketing								1				1 (3%)
Committee or Task Force									5			8 (25%)
None										3		3 (9%)
Other											2	2 (6%)
												32

TABLE IX

FOR FOUR YEAR COLLEGES: NUMBER OF TIMES OFFICES AND GROUPS OR COMBINATION OF OFFICES AND/OR GROUPS WERE CITED AS RESPONSIBLE FOR INSTITUTIONAL MARKETING ACTIVITIES

OFFICE	Public Relations	Admissions	Planning	Information/ Research	President's/ Vice Pres.	Dean of Students	Continuing Education	Marketing	Committee Task Force	None	Other	TOTAL (Row & Column)
Public Relations	2											2 (11%)
Admissions		5		1			1		1			8 (42%)
Planning												0 (0%)
Information/ Research							1					2 (11%)
President's or Vice Presidents Office					1							1 (5%)
Dean of Students									1			1 (55%)
Continuing Education												
Marketing												
Committee or Task Force									5			7 (37%)
None										3		
Other											1	1 (5%)
												19

E. Institutional Responsibility for Administration of Market Research Activities

Table X presents the number of times administrative offices were mentioned as having primary responsibility for market research activities at two and four year institutions. Institutional Research Offices were mentioned by 48% of the administrators located in both two and four year colleges. The Office of Admissions was mentioned by 14% of administrators working in four year schools, but only by 3% of this same group from two-year colleges. A sizable proportion of administrators located in both two and four year colleges felt that there was no office with the primary responsibility for administration of the market research function.

TABLE X

NUMBER OF TIMES ADMINISTRATIVE OFFICES WERE CITED AS HAVING RESPONSIBILITY FOR MARKET RESEARCH ACTIVITIES IN TWO AND FOUR YEAR COLLEGES

OFFICE	TWO YEAR COLLEGES	FOUR YEAR COLLEGES
Institutional Research	8 (22%)	8 (38%)
Planning	2 (5%)	0 (0%)
Public Relations	4 (10%)	2 (10%)
Admissions	1 (3%)	3 (14%)
Institutional Research & Planning	2 (5%)	2 (10%)
Institutional Research & Public Relations	2 (5%)	0 (0%)
Planning and Public Relations	1 (3%)	0 (0%)
Other Office	2 (8%)	1 (5%)
None	8 (22%)	5 (24%)
No response	6 (16%)	0 (0%)
TOTAL	37	21

F. Evidence of Articulated Marketing Plans

Among the respondents from two year institutions, about one third responded that their colleges had written marketing plans. Another third shared that they are in the process of developing such plans. The remaining third stated that their institutions have no such plans. Marketing plans appear to be much less evident at four year institutions. Only 17% of the administrators stated that their colleges had written a plan. An additional 17% are currently developing plans. However, approximately 67% of the respondents said that their institutions have no marketing plans. Table XI provides a summary of these results.

TABLE XI

INCIDENCE OF MARKETING PLANS IN A SAMPLE OF TWO AND FOUR YEAR COLLEGES LOCATED IN URBAN AREAS

STATUS OF PLANS	TWO YEAR COLLEGES	FOUR YEAR COLLEGES
Have a written marketing plan	10 (27%)	3 (14%)
Are in the process of developing a marketing plan	11 (30%)	3 (14%)
Have no marketing plan	12 (32%)	12 (58%)
No response	4 (10%)	3 (14%)
TOTALS	37	21

G. Faculty Attitude Toward Marketing in Higher Education

About one fourth (26%) of administrators in two year institutions reported that they find their faculty fully supportive of marketing efforts at their institutions. The same ratio occurred among faculty at four year colleges. Twenty one percent of the respondents from two-year institutions felt that faculty held very negative attitudes toward marketing. Only 5% of respondents from four year colleges felt this to be the case. These results are summarized in Table XII.

TABLE XII

SUMMARY OF ADMINISTRATOR EVALUATION OF FACULTY ATTITUDE TOWARD MARKETING ACTIVITIES IN TWO AND FOUR YEAR COLLEGES

FACULTY ATTITUDE	TWO YEAR COLLEGES	FOUR YEAR COLLEGES	ALL COLLEGES
Fully supportive	9 (24%)	4 (19%)	13 (22%)
Verbally supportive, but reluctant to become directly involved	10 (28%)	11 (51%)	21 (37%)
Indifferent	6 (16%)	2 (10%)	8 (14%)
Slightly negative	2 (5%)	2 (10%)	4 (7%)
Very negative	5 (14%)	1 (5%)	6 (10%)
Other	2 (5%)	0 (0%)	2 (3%)
No response	3 (8%)	1 (5%)	4 (7%)
TOTALS	37	21	58

H. Administrators Interest in Marketing and Market Research in Higher Education

Whatever the level of current marketing and market research activities going on at two and four year colleges located in largely urban areas, those administrators who responded were almost unanimous in recognizing the two newly emerging challenges of marketing and market

research as these relate to higher education are important topics for discussion. Eighty seven percent of administrators from two year institutions and 69% of those with responsibility for such activities in four year colleges expressed an interest in participating in a conference on marketing and/or market research activities for institutions of higher education in urban settings. Many such individuals were interested not only in simply attending such a conference, a sizable proportion were willing to present papers, and/or to serve as discussion leaders of topics in these two important areas.

IV. CONCLUSIONS

In response to the steady decline in student enrollment as well as decrease in federal and state financial support for virtually all kinds of educational programs, two and four-year colleges and universities across the country particularly those located in urban areas- have had little choice but to be creative. To resolve what for many has been a near crisis situation, they have stepped up, if not created new positions with primary responsibility for such activities as student recruitment, ongoing environmental scanning, special labor market studies, and overall monitoring of their College's marketing efforts.

While these activities are fairly recent, overall consciousness of the need to formalize them is well accepted. Decisions relative to those areas which most impact college enrollment are not altogether agreed upon. In like manner, the offices or groups most suited to attend to such issues ranges widely from place to place. Like faculty handbooks which have become institutionalized in many lcoations, the existance of written institutional marketing plans are fast becoming evident in two as well as four-year colleges.

So far as their marketing and market research activities go, the budding efforts have focused primarily on attempting to identify the educational needs of the larger community, and businesses/industrial organizations, but more frequently of smaller target groups - women, minorities, unemployed workers and the like - in an effort to create special courses or programs for their use. Evaluation of such efforts appear to be

largely intuitive. The impression is they have been fairly successful though limited in the extent to which they have served a broad variety of persons within the population.

In meeting the challenge, the extent to which higher education institutions will borrow from the experience of each other will no doubt increase dramatically. Indeed, collaboration and sharing will be vital to doing more with less as they attempt to attract students to their doors. It is helpful that faculty, once resistent, are fast accepting these modes of operating that have been borrowed from the business community. Administrators have little choice but to operationalize these concepts.....making whatever adaptations they require.

The existing state of the art of marketing and market research functions will, in time, no doubt mature in much the same manner as has the place of unions in higher-education. The instability and growing pains can only make them more hardy in the process.

A P P E N D I X A

"MARKETING SURVEY FOR TWO- AND FOUR-YEAR COLLEGES"

1. QUESTIONNAIRE
2. INTRODUCTION LETTER
3. CORRECTION LETTER
4. FOLLOW-UP LETTER
5. BUSINESS REPLY CARD

APPENDIX A1

Cuyahoga Community College

"MARKETING SURVEY FOR TWO- AND FOUR-YEAR COLLEGES"

CONDUCTED BY

OFFICE OF EDUCATIONAL EVALUATION AND MARKET RESEARCH SYSTEMS

OF THE

OFFICE OF THE VICE CHANCELLOR FOR EDUCATIONAL PLANNING AND DEVELOPMENT

DISTRICT ADMINISTRATIVE SERVICES

THE QUESTIONS ON THIS AND THE FOLLOWING PAGES ASK YOU TO RESPOND TO EACH OF THE ITEMS LISTED IN SPECIFIC WAYS. PLEASE FOLLOW THE DIRECTIONS GIVEN FOR INDIVIDUAL QUESTIONS OR GROUPS OF QUESTIONS.

1. PLEASE RESPOND TO EACH OF THE ITEMS LISTED ON THE LEFT HAND SIDE IN THREE DIFFERENT WAYS.

   FIRST - INDICATE THE LEVEL OF IMPACT EACH ITEM HAS HAD ON DECLINING OR CURTAILING ENROLLMENT AT YOUR INSTITUTION.

   SECOND - INDICATE THE EMPHASIS THAT IS BEING PLACED ON ADDRESSING THIS ISSUE.

   THIRD - INDICATE THE EMPHASIS THAT YOU FEEL SHOULD BE PLACED ON ADDRESSING THIS ISSUE.

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "O" AFTER IMPACT IS, EMPHASIS IS, AND EMPHASIS SHOULD BE

EXAMPLE		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Migration out of the city	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O

PLEASE FILL IN YOUR THREE RESPONSES TO EACH OF THE ITEMS LISTED BELOW.

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "O" AFTER IMPACT IS.... EMPHASIS IS.... and EMPHASIS SHOULD BE...		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Increased competition with suburban community colleges.....	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
b. Increased competition with four year institutions...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
c. Decline in public belief in value of higher education...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
d. Public impression that the campus is unsafe...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
e. Economic conditions that make paying tuition harder...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
f. Off-campus offerings that compete with on-campus offerings...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
g. Curriculum that does not meet the needs of the marketplace...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
h. Decline in special support service programs for "disadvantaged" students...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
i. Impression that academic standards at campus are low...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
j. Reduction in number of courses offered...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
k. Reduction in variety of times when courses are offered...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
l. Other. Please specify in this and the spaces below...	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
m.	impact is...	O	O	O	O	O	O
	emphasis is...	O	O	O	O	O	O
	emphasis should be...	O	O	O	O	O	O
		O	O	O	O	O	O
		O	O	O	O	O	O
		O	O	O	O	O	O

2. PLEASE INDICATE BELOW FIRST, HOW MUCH EMPHASIS YOU ARE CURRENTLY PLACING ON EACH OF THE ACTIVITIES LISTED

SECOND, HOW MUCH EMPHASIS YOU THINK SHOULD BE PUT ON THESE ACTIVITIES

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "O" AFTER CURRENT EMPHASIS IS... EMPHASIS SHOULD BE...		Very High	High	Moderate	Lower	Very Low	Not Applicable
a. Comprehensive information on current students...	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
b. Analyses of local demographic data...	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
c. Surveys of the needs and/or attitudes of the general public...	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
d. Surveys of the needs and/or attitudes of employers...	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
e. Identification of the needs of special ethnic groups (e.g.- Blacks, Hungarian, Vietnamese, Hispanics etc.)...	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
f. Identification of the needs of special target populations (e.g. unemployed adults, union workers, women etc.)	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
g. Other data. Please specify in this and the spaces below...	Current emphasis is	O	O	O	O	O	O
	Emphasis should be	O	O	O	O	O	O
h.		O	O	O	O	O	O
		O	O	O	O	O	O
i.		O	O	O	O	O	O
		O	O	O	O	O	O

3. WE WOULD LIKE TO KNOW THE EXTENT TO WHICH YOU HAVE BEEN ABLE TO, OR HAVE ATTEMPTED TO PROVIDE EDUCATIONAL SERVICES TO SPECIFIC TARGET GROUPS. PLEASE INDICATE BELOW WHETHER YOU HAVE

FIRST, COMPLETED SOME KIND OF NEEDS ASSESSMENT FOR EACH OF THE GROUPS LISTED

SECOND, DEVELOPED SPECIAL COURSES, PROGRAMS, OR PACKAGES TO MEET THESE NEEDS

THIRD, HOW EFFECTIVE SUCH COURSES ETC. HAVE BEEN IN ATTRACTING STUDENTS TO THE COLLEGE

SPACE IS ALSO PROVIDED FOR ADDITIONAL COMMENTS YOU MAY WISH TO MAKE ABOUT GROUPS OR PROGRAMS.

PLEASE PLACE AN 'X' UNDER THE COLUMN THAT BEST DESCRIBES THE RESPONSE YOU WISH TO GIVE.	Needs have been assessed	Courses etc. have or are being developed	Effectiveness of Special courses etc. in attracting students: Very Effective	Somewhat Effective	Not Very Effective	Totally Ineffective	COMMENTS
a. Housewives.....							
b. Laid off workers.....							
c. Retired persons.....							
d. Non-professional medical workers...							
e. Incarcerated adults.....							
f. Incarcerated youth.....							

3. CONTINUED

PLEASE PLACE AN 'X' UNDER THE COLUMN THAT BEST DESCRIBES THE RESPONSE YOU WISH TO GIVE.	Needs have been assessed	Courses etc. have or are being developed	Effectiveness of Special focus in attracting students: Very Effective	Somewhat Effective	Not Very Effective	Totally Ineffective	COMMENTS
g. Foster parents							
h. Social service workers							
i. Handicapped adults							
j. Union members							
k. Office workers							
l. Sales personnel							
m. Trade groups							
n. Small business operators							
o. Other. Please specify							
p. _____							
q. _____							

4. PLEASE DESCRIBE BRIEFLY ANY MARKET RESEARCH ACTIVITIES YOU HAVE USED WHICH YOU BELIEVE HAVE BEEN PARTICULARLY HELPFUL IN SUPPORTING THE MARKETING EFFORTS OF YOUR URBAN CAMPUS.

5. WHICH OF THE FOLLOWING ITEMS BEST DESCRIBES THE RESPONSE OR ATTITUDE OF THE MAJORITY OF THE FACULTY TO MARKETING EFFORTS AT THE INSTITUTION?

( ) Fully supportive
( ) Verbally supportive but reluctant to become directly involved
( ) Indifferent
( ) Slightly negative
( ) Very negative
( ) Other. Please describe _____

6. BRIEFLY DESCRIBE WHAT HAS BEEN DONE AT YOUR INSTITUTION TO INVOLVE FACULTY IN MARKETING AND TO INSURE THEIR SUPPORT OF YOUR MARKETING EFFORTS.

7. PLEASE NAME AND DESCRIBE THE NATURE OF THE OFFICE, UNIT OR COMMITTEE AT YOUR INSTITUTION WHICH HAS PRIMARY RESPONSIBILITY FOR COORDINATING YOUR MARKETING EFFORTS.

8. WHAT OFFICE, UNIT, OR COMMITTEE IS PRIMARILY RESPONSIBLE FOR MARKET RESEARCH ACTIVITIES?

( ) No such office
( ) Institutional research
( ) Planning and/or development office
( ) Public relations office
( ) Other. Please specify _____

9. DOES YOUR INSTITUTION HAVE A WRITTEN MARKETING PLAN?

( ) Yes
( ) No
( ) No, but we are in the process of developing one.

10. WE WOULD APPRECIATE AND KEEP CONFIDENTIAL ANY MATERIALS YOU WISH TO SHARE WITH US. PLEASE CHECK ANY OF THE FOLLOWING THAT YOU ARE SENDING TO US ALONG WITH THIS QUESTIONNAIRE OR UNDER SEPARATE COVER.

( ) Your Marketing Plan
( ) Materials or reports related to market research activities
( ) Evaluation plans or reports related to the effectiveness of your marketing efforts
( ) Other. Please specify _____

_____

11. WOULD YOU LIKE TO RECEIVE A COPY OF THIS REPORT?

( ) Yes
( ) No

12. MAY WE CONTACT YOU FOR ADDITIONAL INFORMATION OR CLARIFICATION CONCERNING YOUR MARKETING OR MARKET RESEARCH ACTIVITIES?

( ) Yes
( ) No

13. WOULD YOU BE INTERESTED IN PARTICIPATING IN A CONFERENCE ON MARKETING AND/OR MARKET RESEARCH IN POST SECONDARY HIGHER EDUCATION INSTITUTIONS LOCATED IN URBAN AREAS?

( ) Yes
( ) No

14. IF YOUR ANSWER TO #13 IS YES, WHAT ROLE WOULD YOU BE WILLING TO PLAY?

( ) Paper presenter
( ) Discussion leader
( ) Discussant
( ) I would simply like to attend
( ) Other. Please specify _____

IF YOU ANSWERED YES TO EITHER ITEM 13 or 14 PLEASE BE SURE TO COMPLETE THE INFORMATION BELOW.

Your name _____

Title _____

Office _____

Institution _____

Address _____
Street

_____
City State Zip Code

Telephone ( )
Area Code

Cuyahoga Community College

District Administrative Services
700 Carnegie Avenue
Cleveland, Ohio 44115
216/241-5966

January 21, 1981

Last week we sent you a questionnaire untitled "Marketing Survey for Two- and Four Year Colleges.". I apologize for any difficulty you may have experienced in following the directions given for responding to the items contained in Questions 1 and 2.

While the example is complete, the instructions immediately preceding the listed items in Question 1 state

		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Migration out of the city	impact is...	0	0	0	0	0	0
	emphasis is...	0	0	0	0	0	0
	emphasis should be...	0	0	0	0	0	0

PLEASE FILL IN YOUR THREE RESPONSES TO EACH OF THE ITEMS LISTED BELOW.

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "O" AFTER IMPACT IS..... EMPHASIS IS... and EMPHASIS SHOULD BE...		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Increased competition with suburban community colleges.....	impact is...						
	emphasis is...	0	0	0	0	0	0
	emphasis should be...						
b. Increased competition with four year institutions..							

There is, however, only one "0" rather than the three needed "0"s to be filled in. No doubt, you have figured that the response column should look like

PLEASE FILL IN YOUR THREE RESPONSES TO EACH OF THE ITEMS LISTED BELOW.

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "O" AFTER IMPACT IS..... EMPHASIS IS... and EMPHASIS SHOULD BE...		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Increased competition with suburban community colleges.....	impact is...	0	0	0	0	0	0
	emphasis is...	0	0	0	0	0	0
	emphasis should be...	0	0	0	0	0	0
b. Increased competition with four year institutions...	impact is...	0	0	0	0	0	0
	emphasis is...	0	0	0	0	0	0
	emphasis should be...						

Cuyahoga Community College is an Affirmative Action/Equal Opportunity Employer

Similarly, for Question 2, there should be two "0"s instead of one.

Please do your best to ignore the "0"s, and use "X"s to respond to each item in Questions 1 and 2, i.e. your response should show three "X"s placed under the columns you choose at appropriate levels for Question 1 such as:

		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Migration out of the city	impact is...	0	0	0	0	0	0
	emphasis is...	0	0	0	0	0	0
	emphasis should be...	0	0	0	0	0	0

PLEASE FILL IN YOUR THREE RESPONSES TO EACH OF THE ITEMS LISTED BELOW.

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "0" AFTER IMPACT IS..... EMPHASIS IS... and EMPHASIS SHOULD BE...		Very High	High	Moderate	Low	Very Low	Not Applicable
a. Increased competition with suburban community colleges.....	impact is...	X	0	0	0	X	0
	emphasis is...	0					
	emphasis should be...			X			
b. Increased competition with four year institutions...	impact is...	0	0	0	0	0	0
	emphasis is...						
	emphasis should be ...						

and two "X"s placed under columns at appropriate levels for Question 2 such as

2. PLEASE INDICATE BELOW FIRST, HOW MUCH EMPHASIS YOU ARE CURRENTLY PLACING ON EACH OF THE ACTIVITIES LISTED
SECOND, HOW MUCH EMPHASIS YOU THINK SHOULD BE PUT ON THESE ACTIVITIES

PLEASE RESPOND TO EACH STATEMENT BY BLACKENING ONE "0" AFTER CURRENT EMPHASIS IS... EMPHASIS SHOULD BE...		Very High	High	Moderate	[illegible]	[illegible] Low	[illegible]pplicable
a. Comprehensive information on current students...	Current emphasis is	0	0	0			0
	Emphasis should be		X				
b. Analyses of local demographic data...	Current emphasis is	0	0	0	0	0	0
	Emphasis should be						

Again, my apologies for the oversight.....a sure means of reducing one's response rate!!

I look forward to receiving your completed questionnaire.

Yours truly,

Janet D. Smith, Ph.D., Director
Educational Evaluation and
Market Research Systems

JDS/me

To: Director
Educational Evaluation and Market Research Systems
Cuyahoga Community College

I have received your inquiry concerning Marketing and Market Research Activities. However, I am not the most appropriate individual to complete the questionnaire. I have forwarded it to the following individual at the college.

Name _____

Title _____ _____

College _____

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